

Shimer College



1978-79

Catalog

Shimer College does not discriminate on the basis of sex, race, religion, national origin or physical handicap in either admittance of students or in granting financial aid or in the hiring and retention of faculty, staff and other employees. Shimer College is firmly committed to the development and maintenance of equal opportunities in all aspects of the college.

The college reserves the right to make changes, without notice, in its course offerings, requirements, facilities and fees.

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INTRODUCTION

When we are children, our world is whole. Through a process of education, we experience the progressive fragmentation and artificial categorization of knowledge. At Shimer, under the working assumption of an integrated reality, our world slowly begins to become one again.

--A Shimer graduate

It is the aim of Shimer College to provide an education which is needed and deserved by all purposeful and responsible persons. Such an education includes: a broad familiarity with general areas of knowledge; development of the analytical, logical and rhetorical skills necessary for active participation in the complex contemporary world; and the opportunity to study in depth particular areas which prepare students for the task of critical judgment.

Such an education has as its primary goal the promotion of freedom; it is thus a liberal education. The educational plan of Shimer College, which combines general education (60-80 required semester hours) with integrated specialization (40-60 required semester hours), is designed to provide those knowledges and skills which are essential to intellectual and moral freedom and for responsible citizenship. Our focus is on each individual's right to develop his or her moral and intellectual capabilities, in keeping with the classical definition of "education for freedom".

A unique curriculum, careful selection of materials for study and an emphasis on discussion and dialogue underscore this commitment to a rigorous and integrative educational program which commands attention at all times to students' particular needs.

DISTINGUISHING FEATURES OF THE SHIMER PROGRAM

STUDENTS

Diversity not only enhances the quality of education, it is necessary for the attainment of the intellectual aim of Shimer College. Therefore, Shimer has an unqualified commitment to equal educational opportunity regardless of race, class, creed, marital status, sex, sexual preference, age or physical limitation. It is our policy to actively seek a diverse student body unified by its commitment to a common educational endeavor.

THE CLASSES

At Shimer, the students and I, working together, can often have a discussion that reaches an intellectual level that my brilliant teachers at the New School would be astonished at. I'm overwhelmed with what I've learned about the power of a participatory classroom.

--Margaret Nerenberg
Teacher in the Social Sciences

Shimer classes are small, and they typically proceed by discussion. Most classes are composed of six to sixteen students; a class of twenty is rare. The lecture is not banned; there are both occasional formal lectures and frequent dissertations by an instructor to introduce and outline, to provide ancillary information and analysis, or to summarize and review. But the lecture, formal or informal, is considered a useful adjunct rather than the primary means of instruction.

There is wide variation in the style of these discussions. In one meeting, an instructor may shape the discussion, eliciting responses to leading and probing questions. In another meeting the instructor may subordinate his or her own role, leaving to the students of the class, in their dialogue with one another, the task of defining problems, evaluating evidence and determining conclusions. Or, s/he may confine his or her participation to clarifying a confusion or to bringing the discussion back to the main theme from an unprofitable tangent.

All classes have one thing in common: the students themselves are actively thinking---not merely receiving information, analyses and conclusions ready-made, but finding their way towards definition of problems and tentative answers by an active process of inquiry and personal exercise of judgment. What is being taught is not primarily information, or even principles--what is being taught is a set of intellectual habits and methods of thought which allow the student to exercise his intellectual capabilities outside the classroom and throughout life.

MATERIALS FOR STUDY

In choosing materials for study, the focus is on original sources and on the writings of major innovators in the humanities, the social sciences and the

ORG--11/78

3

natural sciences. Students are asked to consider the historical, social and intellectual origins of these materials, and to evaluate their continuing vitality and relevance to contemporary life.

There are three good reasons for selecting significant works by authors no longer alive or from past epochs. In the first place, a knowledge of these authors is the perennial knowledge which is one of the unifying strands in the fabric of our evolving civilisation. A contemporary author is only the latest participant in a long conversation. Often the author is deliberately assuming that readers know the earlier phases of that conversation; even when this is not assumed, what the author says still depends for its meaning on its relation to tradition. The distinctive character of what a writer is saying cannot be grasped unless one knows the trend of that long conversation to which the book contributes. Such knowledge provides the necessary contextual grounding for a variety of contemporary concerns.

A second and deeper reason for reading the classic writers is that one of the aims of education is to emancipate people from current prejudices, to free them for open examination of many-faceted problems. One escapes from the shackles of current fashion in all debatable subjects by taking seriously the views of other places, other cultures and other times, which may well offer fresh insights, illuminate what is left obscure in current discussion, and correct the biases of the present.

The third, and very Shimerian, reason for reading classic authors is that they offer excellent mental training. They afford concise models of analysis, of synthetic thought and of expression. One learns how to think and to express oneself by critically examining their thinking and writing.

The participation of current writers in the long conversation is another essential consideration; their contributions specifically underlie the complexities inherent in this many-faceted twentieth century world. Active, fulfilling participation on the part of the student in this world demands an understanding not only of the ideas and forces which have shaped it, and how they have shaped it, but of the particular arrangement these ideas and forces now assume. Sensitivity to how modern authors analyze, synthesize and express their relationship to matters of contemporary concern not only clarifies specific issues and the parameters modern attitudes prescribe, it also affords a distinctive exploration of how these attitudes define such subject matters. Moreover, it further prepares an individual for his or her own personal, immediate application of skills acquired, while accentuating the nature of twentieth century responsibility. The fundamental aim of strengthening critical and analytical skills thus emerges as a comprehensive process of inquiry.

FACULTY AND THE COMMUNITY OF CRITICISM

Shimer's educational plan combines a stress upon student independence and originality with a traditional liberal arts education; the result is a unique curriculum. Careful selection of reading materials and an emphasis on discussion are important tools to implement this curriculum. Yet they would be for naught without one final tool: an exceptional faculty.

The joint task of both faculty and students, the prime task of any college or university, is the informed criticism of received values. Such criticism means

awareness, scrutiny and vital individual response based on reasoned reflection. "Received values" means whatever one has to start with---one's heritage; this implies that the criticism is of and on behalf of one's culture. It is thus both a personal and social task. The exceptional character of the Shimer College faculty is prescribed by its commitment to the creation of an environment which makes such informed criticism possible. This community of criticism presupposes a free exchange of ideas, both among faculty members and between faculty and students. It further demands the development and use of the skills that make criticism reasoned and informed. Finally, it requires a commitment on the part of the faculty and students to subject all received values to such criticism.

The Shimer instructor does not stand on a platform pronouncing on the subject of the day's class; s/he is considered a participant in a mutual investigation. The instructor's task is neither to fill "waiting bottles" with information nor to condition student response. Rather, the instructor's primary role emerges as an active model. The best way to engage students in this community of criticism is to take a leading part in its creation and continuation.

The real meaning of academic freedom is academic responsibility to examine all knowledge and values. Shimer, in regarding its faculty as essentially learners, encourages each instructor to become intimately involved with the common concerns of the Basic and General Course curriculum. Such involvement includes regular meetings of those faculty involved in teaching and designing the Basic and General courses, research outside one's particular field of expertise, and in many cases, actually taking Basic and General courses. This plan facilitates the establishment of a community of criticism by engaging both students and faculty alike in the common concerns of the required curriculum. A broadly educated and engaged faculty is vital to the implementation of the Shimer curriculum.

The college believes that the administration of its program is best accomplished by those most intimately involved in its formation and implementation, the faculty. Thus, our faculty administer; our administrators teach. All primary administrative officers of the college must teach at least one course per semester. This plan, which breaks down the artificial barrier between faculty and administration, further develops the community of criticism and thus the educational environment of Shimer College.

LOCATIONS

"Non ministrari sed ministrare" (To serve rather than to be served). Shimer College makes a unique contribution to contemporary society--the promotion of freedom. The college encourages such freedom not only through the education it affords its students but by meeting the needs of the larger community of which it is a part. As alumni we incur a similar obligation. Freedom is not only a private matter; it is also a public one. In the final analysis, this may be the crucial imperative.

--A Shimer Alumnus

CHICAGO-WESTTOWN

The Westtown Center facilities are housed in a two-story brick building located on the corner of Wabansia and Claremont (1671 N. Claremont) in the heart of Chicago's Puerto Rican community. The library center has well over 5000 volumes with emphasis on third-world literature. The center also provides slides, tapes and films. A bilingual language arts laboratory is an integral part of this audiovisual service. A mathematics learning center is also housed in the building. Classes are held during the day and evening to provide members of the surrounding community with full educational opportunities.

CHICAGO-UPTOWN

The Uptown Center at 4833 N. Broadway is an integral part of the community in which it is located. Students are close to public transportation and have ready access to all of Chicago's cultural and academic life and to the city's varied communities. The library, classrooms, and offices occupy the full second floor of a modern two-story building.

WAUKEGAN

The Waukegan Center is located at 438 N. Sheridan Rd. on the near north side of the city. The "near north" is a region of charming older houses mixed with some small shops and apartment buildings. Shimer's discussion-style classes are held in the building's seminar rooms. The college views itself as a community--"The Shimer Village"--located within a larger community with which it exists in mutually helpful harmony. The college also owns an apartment building situated at the corner of North and Franklin Streets. Students may choose to find rooms on their own, but it is recommended that first-year students in Waukegan live in college-provided facilities. Waukegan is located aside Lake Michigan between Chicago and Milwaukee with easy access by train and car to both cities. Shimer students at this center are only an hour's distance from the significant cultural and academic benefits afforded by both Chicago and Milwaukee.

ORG--11/78

SPECIAL RESOURCES

LIBRARY FACILITIES

The college library is housed in and integrated with the Waukegan Public Library to provide an immediately accessible collection of 700,000 volumes. Four professional librarians are available to service the needs of students and faculty. The library building is of modern design with study space for ninety students at any one time.

Shimer College is in the process of becoming a member of the North Suburban Library System. As a result, faculty and students will have access to a book collection in excess of ten million volumes.

Students and faculty utilizing the branch libraries at the Uptown and West-town Centers are able to order library materials by phone from the main library. Book courier service to and from the Chicago locations is provided three times a week. Monies spent on the branch library collections is equal to that at the main library in order to provide a rapid buildup of necessary books and periodicals.

THE PERFORMING ARTS

Shimer College is nearing completion of plans for affiliation with the Jack Benny Center for the Performing Arts, located in Waukegan. Shimer and the Benny Center have mounted a fundraising campaign to provide for the renovation of a facility which will house two theatres and a dance studio, with extra space available for offices and practice rooms. At present, the relationship between Shimer and the Benny Center affords the following advantages to Shimer College students:

Musical Arts

Choral--The combined Shimer College/Waukegan Symphony Chorus, under the direction of Mr. James F. Moritz, member of the Shimer faculty, performs several programs throughout the year with the Waukegan Symphony Orchestra. The Chorus is dedicated to the highest calibre of musical performance; auditions are held at the beginning of each semester. Membership in the Chorus carries one hour of academic credit per semester subject to the approval of the Director and the Provost of the college.

Instrumental--The Benny Center provides a wide range of instrumental music instruction. Such instruction receives minimal academic credit subject to the approval of the Humanities Area Chairperson and the Provost.

THEATRE ARTS

Theatre is a venerable part of the Shimer tradition and serves a vital function in the college community. Until completion of the Arts Center, the Theatre Arts program of the college will be housed in various locations in the Waukegan Area. In addition to concentration courses and workshops in various aspects of Theatre Arts, the college offers a well-rounded season of both student- and faculty-directed plays.

ORG--11/78

INTERNSHIPS

As part of many concentration courses offered by the college, internships may be arranged; this internship experience affords a unique opportunity for Shimer students to learn first-hand the day-to-day problems and procedures of certain public and private institutions, and provides such interns with an opportunity to exercise the analytical tools developed in the classroom. In Chicago internships are available in selected community-based Health and Legal Clinics. In Waukegan a limited number are provided through various industries and through the Office of the Mayor.

THE COUNCIL OF ACADEMIC FELLOWS

The Council of Academic Fellows consists of distinguished scholars and/or persons of unique accomplishments who serve the college in an advisory capacity.

Beginning in the Spring Semester 1979 the Council will be newly formed of those persons so chosen who agree to spend some time each year in dialogue with students, faculty, and administrators of the college.

Candidates for the Council who have agreed to give a public lecture and seminars during the spring of 1979 are:

Alex Dolnick - Distinguished attorney and friend of the college.
Richard McKeon - Professor of Philosophy, University of Chicago.
Ida Terkel - Distinguished for endeavors in community work.
Studs Terkel - Noted author.
John Womack, Jr. - Professor of History, Harvard University.

STUDY ABROAD

Shimer-in-Koln

During the 1978-79 academic year, Shimer College offers for the first time a foreign study program in Koln. Although Shimer College has no affiliation with any college or university in Koln, most of the tutors engaged by Shimer College to teach concentration courses are teachers at one of these colleges or universities. Certain General Studies Courses in the Shimer curriculum are taught by Shimer faculty in residence in Koln. Tutorial titles and grades are entered on the student's permanent record card like other Shimer courses.

The Koln program is open to all third and fourth year students who have maintained a grade-point average of 2.5 and are in good standing, and is open to some second year students who are judged ready for it. In all cases, the applicants must have the appropriate prerequisites for the Koln work and must be able to fit their studies abroad into a coherent educational plan. The experience in a foreign language environment is, of course, invaluable. Full advantage is taken of the opportunities to exploit the many resources which residence and travel in Germany and other parts of the continent offer.

Tuition for Shimer-in-Köln is the regular Shimer tuition. A living-expense fee is charged at the beginning of each semester which is then redistributed to the participants at regular intervals to insure adequate support during the academic year. Students typically live in rented lodgings which they pay for out of this living-expense allowance. Transportation to and from Germany is not included in these fees, and students arrange for their own transportation.

Shimer-in-Oxford

Shimer College has for many years maintained a foreign study program in Oxford, England. Although this program is not a part of Oxford University, many of the tutors in the program are dons at the university. Certain of the General Studies courses in Shimer's curriculum are offered, taught by Shimer faculty in residence at Oxford.

An immense array of concentration courses is available, taught by Oxford tutors engaged by the College. These are taught in typical Oxford style - a tutor meeting weekly with one or perhaps two students for discussion of the week's readings and papers written by the student. The experience in Oxford, one of the great educational centers of the world, includes the special advantage of easy access to Stratford-on-Avon, the Lake Country and London.

The academic requirements are the same as those for Shimer-in-Köln described above. Policies regarding tuition, tutorial records, living expense, housing and travel described in connection with Shimer-in-Köln also apply to Shimer-in-Oxford. Because of the existence of the Shimer-in-Köln program, the Shimer-in-Oxford program will not be offered for the 1978-79 academic year. It will be revived, however, in the fall of 1979.

USC-11/78

THE CURRICULUM

Of the 120 hours of credit required for graduation, 30 hours compose a unified whole, whose parts are designed to fit together to form a comprehensive matrix of skills, principles and information. These courses are known as the Basic Studies and are required of each student, either by placement or registration.

The remaining 90 hours are divided into two parts. Between 30 and 50 hours are in required courses which complement the Basic Studies; these courses are known as the General Studies. The other 40 to 60 hours are reserved for concentration and elective courses in the various disciplines; it is expected that students will meet with their advisors to organize a coherent focus for this part of the student's program.

THE BASIC STUDIES

English, Language, and Mathematics within the Learners' Center
Core Curriculum Courses

The Learners' Center

Upon admission to the college, students take a series of evaluative examinations to determine how each student might best utilize the learners' center. The learners' center is a multi-disciplinary program designed to provide an alternative educational setting for enrichment, compensatory, and/or remedial instructions. The center provides a highly individualized approach to the development of a student's academic and social skills. The center offers each student an opportunity to accelerate learning according to his/her aptitude, learning style, and talents. The number of courses and tutorials in the learners' center is determined on the basis of student need each semester. These courses are assigned internal credit which is a necessary component of each student's progress through the curriculum. Such credit is not indicated on transcripts issued for purposes of transferring to other institutions of higher learning.

Core Curriculum Courses

The core curriculum forms a network of six courses canvassing the Humanities, the Social Sciences and the Natural Sciences. These courses are designed to facilitate the development of analytical, rhetorical and logical skills in both written and oral communication. Through exposure to original source material, the possibility of relating diverse observations initiates students' understanding of the interrelationship of these disciplines. Associative generalizations are here encouraged; an exploration of key concepts, methods and styles is designed to enrich the student's capacity for reasoned examination. The core curriculum courses are as follows:

Social Sciences 1	Natural Sciences 1	Humanities 1	OR	Humanities 2
Social Sciences 2	Natural Sciences 2	Humanities 2		Humanities 3

Each of these courses carries 5 semester hours credit.

BASIC STUDIES: Core Curriculum Courses*Social Sciences 1 - The Individual and the Social:
Freedom, Determinism, Behavior.*

This course concentrates on the social sphere, in which individual freedom is contrasted to socially determined behavior. Drawing upon the fields of economics, anthropology, psychology and sociology, Social Sciences 1 asks the crucial questions: Is the individual free in relation to the social world, or is s/he determined and thus enslaved by society's roles and definitions? Is our behavior bound by society's norms, or are these norms a product of our free invention?

*Social Sciences 2 - The Individual and the Political:
Liberty, Equality, Judgment.*

Social Sciences 2 explores political judgment and the values which underpin it. The purpose of the course is to make students aware not only of the role of politics in the philosophical sense, but also of the effect of politics on their own lives; and thus, how students may best discharge their human obligation to political action.

Natural Sciences 1 - Laws and Models in Chemistry.

This course begins with a basic question: What is the world made of? Scientific models which purport to answer this question have historically been classified under the science of chemistry. Historical and logical methods are used specifically to understand and analyze the atomic theory of matter, but also to provide a framework for the more general investigation of the history of the development of scientific thought. Corresponding questions concerning how people have made use of their knowledge of the material world to manipulate their environment may also be considered.

Natural Sciences 2 - The Nature of Living Organisms.

In Natural Sciences 2, the student explores the levels of organization in living organisms. Consideration is given to the molecular level, the level of genetic units within the organism, the cellular level, the level of the species and the environment level. The concept of evolution provides the fundamental groundwork for this inquiry into biological order. The relationships between evolution, on the one hand, and cellular organization, genetics, the environment, animal behavior, and philosophic thought, on the other, are also foci for discussion.

Humanities 1 - Art and Music.

Humanities 1 is an investigation of the elements and forms of the musical and visual arts. The course is primarily about the tasks of active listening and viewing; its major aim is to enable students to articulate their feelings and perceptions in direct response to provocative works of art and music. Artists shape that response through the particular way they employ the forms and elements; an awareness based on reflection thus grows from and through continued immediate involvement in the materials. Only then does it become possible to consider the historical and technical framework, and to develop a personal conception of the arts in their broader cultural context.

BASIC STUDIES: Core Curriculum Courses

11

Humanities 2 - Imaginative Literature.

Imaginative Literature is an introduction to various literary forms: poetry (lyric, narrative, and epic), drama and prose fiction. Literature is regarded as a mode of representation of the human condition. It is provocative because of its universal nature, and in addition, because of its formal and rhetorical properties; that is, it shapes a response. As in Humanities 1, students are expected to approach the works as catalysts of their own responses, and to articulate these responses. An innovative tutorial program of student writing is combined with this course; the writing evolves naturally out of class discussions of the literary works, old and new, which comprise the reading list. The purpose of the written work is to increase comprehension and to broaden outlook at the same time that it affords practice in writing clearly. Tutors deal personally and intensively with students' writing development.

Humanities 3 - Intellectual Literature.

This course is an introduction to the principal types of humanistic intellectual literature, philosophy, law, rhetoric and theology. Concentrating on a few highly important works of each kind, the course endeavors to isolate the distinctive purposes, problems, methods and forms characteristic of each, and to develop analytical skills appropriate to understanding these fields; simultaneously exposing the student's own value system to critical examination.

The Basic Studies courses thus emerge as a primary interdisciplinary experience which is shared by all Shimer students. This common experience is at the heart of the Shimer program; it not only makes possible each student's genuine involvement in the community of criticism, but also, in providing the groundwork for an understanding of this community, continually augments and strengthens individual engagement in other aspects of the curriculum.

GENERAL STUDIES SEQUENCES

Those courses which are required of all students in a particular instructional sequence of the college and which complement the core courses required of all students are called the General Studies. Sequence I requires 50 hours of General Studies: 30 hours in the Area Studies and 20 hours in the Integrative Studies. Sequence II requires 30 hours of General Studies: 10 hours in Communications, 10 hours in U.S. History, and 10 hours in Unity of Analysis. Sequence III requires 30 hours of General Studies: 8 hours in History (U.S. History, Puerto Rican History or African History), 20 hours in the Designated Studies, and 2 hours in the Unity of Social Analysis.

These General Studies have been carefully designed to supplement the central concerns and skills of the core curriculum taking into account the particular educational needs of each student. Their design has been predicated on the principle that a liberal arts education is indeed for everyone. Initially, the preponderance of students in Waukegan are following Sequence I; students in Uptown are following Sequence II, and students in Westtown are following Sequence III. Courses in Sequences I and II are 5 semester hour credit; courses in sequence III are 4 semester hour credits.

GENERAL STUDIES: SEQUENCE I

Area Studies

Basic Studies Comprehensive Examination
Social Sciences 3 Humanities 3
Social Sciences 4 Humanities 4

Natural Sciences 3
Natural Sciences 4

Basic Studies Comprehensive Examination

After students who are following Sequence I have completed the Basic Studies courses, they take the Basic Studies Comprehensive Examination. The purpose of the Basic Studies Comprehensive Examination is to evaluate the student's mastery of the intellectual skills and concepts which have been introduced in the basic courses. Students are expected to demonstrate the extent to which they have developed the basic skills of analysis, rhetoric and logic by responding to questions on short materials which are not prepared in advance. Students are expected to demonstrate ability to handle materials on their own; successful presentation of particular interpretations with skill and coherence marks the symbolic entrance into the Area Studies.

Social Sciences 3 - The Social and the Political: Mass Society and Action

This course explores the parameters of the modern world through an examination of major normative and empirical social scientific works from Marx to Marcuse. On the one hand, we direct our focus toward mass society with its emphasis on the social and economic structure of bureaucracy and technology; on the other hand, we focus on political action with emphasis on the meaning of rebellion and revolution. The course aims at a further understanding of the conceptual content of the social sciences and the concrete actualization of those concepts in the social and political spheres. Through this understanding we attempt to make sense of the conflicting dimensions of social reality.
(Prerequisite: Social Sciences 2)

Social Sciences 4 - Modes of Social Scientific Explanation: Theory and Method

This final course of the sequence examines the conceptual framework and methodology of the various disciplines of the Social Sciences. We deviate from the inquiry into the structural and empirical makeup of social and political reality, turning our focus toward the modes of inquiry that have been presumed and employed by the various works read in the previous Social Sciences courses. All the old questions are renewed, now in light of what kinds of questions they are and which answers to such questions can claim scientific objectivity. Beginning with Max Weber's Methodology of the Social Sciences, in which we are presented with a theoretical construct for the scientific investigation of the social, we proceed to answer the crucial question: Can the social scientist claim objectivity in investigating a world in which s/he is a social actor?
(Prerequisite: Social Sciences 3)

Humanities 3 - Intellectual Literature

This course is an introduction to the principal types of humanistic intellectual literature: philosophy, law, rhetoric and theology. Concentrating

on a few highly important works of each kind, the course endeavors to isolate the distinctive purposes, problems, methods and forms characteristic of each, and to develop analytical skills appropriate to understanding these fields, simultaneously exposing the student's own value system to critical examination.
(Prerequisite: Humanities 2)

Humanities 4 - The Unity of the Humanities

This course brings together in a close relationship and within a definite historical period the different disciplines studied in Humanities 1, 2 and 3. The purpose is to provide a perspective and an insight into the interactions of these human activities and also a way of understanding the nature of a cultural epoch, its origins, development and significance. The cultural era chosen--e.g., the Middle Ages, the Romantic period or the formative period of the twentieth century--will vary from year to year. Examples of imaginative literature, the musical and visual arts, philosophy, rhetoric and theology shall all be treated in Humanities 4; an interdisciplinary framework for consideration of a particular cultural era is firmly established. Humanities 3 specifically involves investigation of distinctive humanistic genres, and focuses attention on the differences among them. A keen grasp of such differences is clearly necessary for effective involvement in Humanities 4, which specifically emphasizes synthesis. Humanities 3 is thus designated for students in Waukegan as an Area Studies course, so as to facilitate preparation for "The Unity of the Humanities".

(Prerequisite: Humanities 3)

Natural Sciences 3 - The Nature of Scientific Explanation

The nature of scientific explanation is explored in this course within the context of the physical sciences. We examine through carefully selected original source materials the development of the theories of falling bodies, of gravitation, light, electromagnetic forces and relativity. This investigation of the limited but insightful domain of physical theory leads us to answer the crucial scientific questions: What phenomena need to be explained? How are they explained? What constitutes a satisfactory explanation? What is the nature of physical reality?

(Prerequisite: Natural Sciences 2)

Natural Sciences 4 - Scientific Explanation of Life

Natural Sciences 4 puts the focus on the atomic and subatomic level in asking the question: What is Life? In searching for an answer students come to an understanding of modern quantum physics. They examine the complexity of DNA and RNA and the causal relationship of those substances to the laws of genetics first uncovered in Natural Sciences 2. The concept of evolution is widened to include not only the microscopic (molecular evolution) but the macroscopic (the universe as a whole) as well. The course culminates in an extension of biological inquiry to the levels of knowledge and human interaction.

(Prerequisite: Natural Sciences 3)

Integrative Studies

Mathematics 1
Area Studies Comprehensive Examination
Integrative Studies 5 Integrative Studies 6 Integrative Studies 7

The Integrative Studies sequence is self-consciously historical and philosophical in its approach. Mathematics 1, the initial Integrative Studies course, employs the discipline of mathematics as a vehicle for consideration of epistemological questions in a historical framework. In the later courses (Integrative Studies 5, 6 and 7) that historical framework itself is systematically investigated.

Mathematics 1 - The Nature and Creation of Mathematics

Mathematics 1 is designed to increase the student's understanding and appreciation of mathematics. The student comes to an understanding of the axiomatic method as a way of knowing through an examination of geometry from Euclid to Einstein. Through involvement in such mathematics the student learns accuracy in the use of terms, rigor in reasoning and precision in expression. The development of these basic intellectual skills is another principal aim of the course.

In dealing with fundamental mathematics, the course introduces the student to concepts that are useful for understanding and appreciating other branches of knowledge. Logic and axiomatic systems are studied within the contexts of finite, Euclidean and non-Euclidean geometries. An application of mathematics to the world of experience is included through discussion of the geometric aspect of Einstein's special theory of relativity. Other topics--such as analytic geometry and inductive reasoning; arithmetic, number and paradox; and symbolic logic--are also considered.

Area Comprehensive Examination

The Area Studies courses (Social Sciences 3, 4; Natural Sciences 3,4; and Humanities 3,4) challenge students to perceive interrelationships in a more rigorous fashion; in effect, they establish the rules governing the associative processes introduced in the Basic Studies. Specifically, these courses propose that the variety of details and approaches within any one curricular area can be coherently related through a convergence of disciplines within the area. The development in any area is thus cumulative; only with sufficient material on hand can the recurrent problems within a given area emerge clearly. The ability to articulate these problems implies a familiarity with the methods of inquiry within that area.

In light of the presuppositions and goals of these Area Studies courses, Area Comprehensive Examinations become the logical culmination of this part of the curriculum. The format is the same as that of the Basic Studies Comprehensive, but the expectations will differ. On the Area Comprehensive Examination, a student is expected to demonstrate familiarity with the essential questions, particularized methods of inquiry, and principles which organize a body of knowledge within an area. Students must take at least one Area Comprehensive Examination, and may choose to take more than one. A student must have either completed the four area courses or be registered for the fourth-level course before s/he may take an Area Comprehensive Examination.

- Integrative Studies 5* - *Ancient World-Classical Rome*
(Prerequisite: at least one area sequence)
Integrative Studies 6 - *From Antiquity to Renaissance*
(Prerequisite: Integrative Studies 5)
Integrative Studies 7 - *Reformation-Present*
(Prerequisite: Integrative Studies 6)

The last three courses of the Integrative Studies Sequence may be taken upon completion of one Area Studies Sequence and the corresponding Area Comprehensive Examination. This final portion of the Integrative Studies Sequence is self-consciously historical and philosophical in its approach. Insofar as the student is expected to view each reading in its "total" historical and philosophical context.

This study is deliberately integrative; its aim is to view the political, social and economic, the artistic, and the scientific and ideological aspects of an age and the relationships between them. To facilitate this "total" view each of the upper level courses in the sequence is team-taught by faculty members with different areas of expertise.

Students are expected to bring the analytic, rhetorical and logical skills developed in the Basic Studies courses and the skills of association developed in the Area Studies, to bear on the materials in these final synthetic courses. They are invited to make critical judgments of particular formulations of history. Moreover, they are encouraged to explore, reflect upon and criticize their own assumptions, beliefs and values.

Each student is expected to write a senior thesis in conjunction with the Integrative Studies Sequence. Faculty teaching the upper-level courses serve as thesis advisors. Theses are initiated in Integrative Studies 5 and completed during Integrative Studies 7. Theses will be graded (honors, pass, no credit) separately from the courses themselves.

GENERAL STUDIES: SEQUENCE II

Communications 1

Communications 2 (Prerequisite: Communications 1)

These two sequential courses taken during the student's first year emphasize the arts and skills of communication in an interdisciplinary framework. They employ as "texts" short original source materials with the addition of some secondary works drawn from the Humanities, Social Sciences and Natural Sciences. These materials are approached in two ways: 1) with emphasis on their unique content, and 2) as examples of particular modes of communication. In both courses we confront works drawn from both the "imaginative" and "intellectual" disciplines. The courses seek to explore the principles which guide these forms through a process of both comparison and contrast. Students are expected to write frequently both in the expository and creative modes.

U.S. History 1

U.S. History 2 (Prerequisite: U.S. History 1)

These two sequential courses also taken during the student's first year serve

two purposes: 1) to acquaint the student with a broad understanding of the major U.S. historical periods and the conflicts and consensus in each, and 2) to introduce the student to the interdisciplinary character of history. Students trace the development of continuing themes in politics, economics, society, the arts and sciences, through the primary use of original documents and source materials. These courses focus on a set of questions including: What is the nature of history? What is the relationship between U.S. History and World History? What constitutes the uniqueness (if there is such a thing) of the U.S. historical experience? How does one place oneself in that experience?

Unity of Analysis 1 (Prerequisites: Core Courses, Communications 1 and 2, U.S. History 1 and 2)

Unity of Analysis 2 (Prerequisite: *Unity of Analysis 1*)

During the final year students in Sequence II of the Area Studies will participate in a series of seminars leading to two interdisciplinary investigations. In *Unity of Analysis 1* students will select after consultation with their advisor a historical event or topic they wish to explore in depth. Using concepts and skills developed in the Basic and other General Courses the students will examine the topic in light of the historical period(s) which circumscribe the event or topic. The period's economic, social, political, cultural and scientific components should be explored and integrated in this examination. Topics might include: the rise of the city in the late Middle Ages, or the development of the chromatic scale.

Unity of Analysis 2 requires of the student a similar endeavor, this time with a contemporary focus. Thus a student might choose: contemporary Chicago, or contemporary atonal music. Both *Unity of Analysis 1* and 2 proceed by a series of seminars consisting of reports and exchanges between students and the instructors who are guiding the development of these projects. The final form of the *Unity of Analysis* project varies depending on its specific nature. It may range from a final research paper to the possibility of a musical performance coupled with a supportive analysis.

GENERAL STUDIES: SEQUENCE III

History Designated Studies

U.S. History 1

U.S. History 2 (Prerequisite: *U.S. History 1*)

These two sequential courses taken during the student's first few years serve two purposes: 1) to acquaint the student with a broad understanding of the major U.S. historical periods and the conflicts and consensus in each, and 2) to introduce the student to the interdisciplinary character of history. Students trace the development of continuing themes in politics, economics, society, the arts and sciences, through the primary use of original documents and source materials. These courses focus on a set of questions including: What is the nature of history? What is the relationship between U.S. History and World History? What constitutes the uniqueness (if there is such a thing) of the U.S. historical experience? How does one place oneself in that experience?

Puerto Rican History 1

Puerto Rican History 2 (Prerequisite: Puerto Rican History 1)

These two sequential courses, taken during the student's first few years, serve three purposes: 1) to acquaint the student with a broad understanding of the major eras of Puerto Rican history, 2) to introduce the student to the interdisciplinary character of history, and 3) to examine the concept of nationhood by focusing on the historical dynamics that initiated the long process of forging a Puerto Rican nation. Special attention in this course is paid to the Pre-Columbian Indian, Spanish and African heritages of those who define the contemporary Puerto Rican people.

African History 1

African History 2 (Prerequisite: African History 1)

These two sequential courses, taken during the student's first few years, serve three purposes: 1) to acquaint the student with a broad understanding of the major eras of African history and culture, 2) to introduce the student to the interdisciplinary character of history, and 3) to examine the concept of civilization through a focus on the varied yet, through historical circumstance unified, major civilizations of Africa. Special attention in this course is paid to the relationship between these civilizations and the Western World.

Designated Studies

Sociology 1 (Prerequisites: Social Sciences 1, Natural Sciences 1)

This course focuses some of the central questions of Social Sciences 1 through strict attention to the analysis and description of the structure and dynamics of human society. Through carefully selected sociological texts we examine application of scientific methods to the observation and analysis of social norms, social stratification, institutions, social classes and ethnic groups. Special attention in this general course is paid to particular social position of the students in the course and how the discipline of sociology contributes to the understanding of that social position.

Philosophy 1 (Prerequisites: Social Sciences 2, Natural Sciences 2)

This course focuses some of the nagging questions of civilized people, such as: What can I really know with certainty? Through an examination of a limited number of original and secondary texts, the course introduces the student to a variety of major philosophical problems and attempts at solutions. Special attention in this course is given to the importance of such questions to the lives of the student participants. The course builds on the concerns of certain of the required core courses by directing attention to the manner in which the philosophical endeavor proceeds.

Psychology 1 (Prerequisites: Social Sciences 1, Humanities 1)

Psychology 1 takes as its broad subject matter individual personality. Questions related to "psychological structure", initially raised in Social Sciences 1 and Humanities 1 are explored in greater depth. Alternative theories of psychology, in both empirical and normative contexts are examined so that we may better understand the complex relationship between personality and culture.

As in all Shimer general courses, Psychology 1 encourages the vital, personal response of the student; such response characterizes this course to an even greater extent because of the subject matter explored.

Law and Politics 1 (Prerequisites: Social Sciences 2, Humanities 2)

Law and Politics 1 studies in depth major political cases of the twentieth century. As a general course it has two primary aims: 1) to examine the relationship between the courts and political movements (more theoretically, the relationship between Law and Politics) by focusing on particular cases heard by the Supreme Court, and 2) the course serves to build upon many of the concerns of Social Sciences 2, thus focusing and at the same time expanding that inquiry. Primary texts for this course are original Supreme Court and lower court cases, with secondary text supplements.

Biology 1 (Prerequisite: Natural Sciences 1, Natural Sciences 2)

This course examines certain major disciplines in the Biological Sciences including Anatomy and Ecology. Building on the various questions of the core Natural Sciences courses, it asks crucial questions about the peculiar position of human beings in the natural world. The course is designed to not only explore principles of the disciplines encountered, but to lead students to a personal understanding of the function and structure of themselves as living organisms.

Unity of Social Analysis (Prerequisite: Core Courses) 1/2 course

This two hour seminar takes as its subject a contemporary social or political problem chosen by the faculty and examined in an inter-disciplinary manner. The formats for this course include seminars, lectures and various presentations by students, faculty and guest speakers. Sample topics include: Imperialism and Neo-Colonialism, The Palestinian Problem, The Iranian Revolt.

CONCENTRATIONS (Or Electives)

Shimer College offers a variety of concentration courses designed to meet the rigors of academic excellence and the needs of students. The concentrations are of basically two types: those which require as prerequisites certain of the Core Curriculum and General Studies, and those which the student may take simultaneously with the Core Curriculum. Courses of the former type are designed to supplement the general courses by treating in-depth the principal academic disciplines of the Social Sciences, Natural Sciences and Humanities. The later courses serve to introduce the student to broad concerns of the academic disciplines through particular emphasis on the knowledge requisite for certain types of career opportunities. These courses are cumulative within the concentration sequence, they are expected to apply laterally the skills and concepts developed in the Core and General Courses.

The following courses are among those which may be offered during the 1978-79 year. Depending on student interest and need, and the results of a continuing faculty search, a variety of other concentration courses may be added to the list. The courses listed below are 5 credit hours or less, as designated by the faculty.

Courses requiring no Core or General Course prerequisites

Social Sciences:

Community Planning
Community Psychology
Current Trends in Mental Health
Introduction to Community Services 1
Introduction to Community Services 2
Introduction to Health Sciences 1
Introduction to Health Sciences 2
Introduction to Legal Science
Special Topics in Child Development
Women's Studies

Natural Sciences:

Biology 11
Chemistry 11
Community Health - Women & Their Bodies
Fundamentals of Business & Accounting 2
Introduction to Electronics 2
Introduction to Health Sciences 1
Introduction to Health Sciences 2
Math 11
Mathematics 13
Medical Terminology
Physics 11
Statistics

Humanities:

Creative Writing
Drawing 1
German 1

Introduction to Graphic Arts 1
Introduction to Graphic Arts 2
Spanish 1
Spanish 2
Spanish 3

Courses requiring Core or General Course prerequisites

Social Sciences:

Economics 14 - Contemporary Socio-Economic Problems

Prerequisite: Social Sciences 3

Government 13 - Comparative Politics

Prerequisite: Social Sciences 3

Government 14 - Political Behavior

Prerequisite: Social Sciences 2

Government 39 - Special Problems in Government

Prerequisite: As Announced

History of Sciences 35

Prerequisite: Natural Sciences 3

Social Sciences 33 - Anarchy & Freedom

Prerequisite: Social Sciences 2, Humanities 2

Social Sciences 33 - Socialism

Prerequisite: Social Sciences 2

*Social Sciences 39 - Modes of Social Scientific Explanation:
Theory & Method*

Prerequisite: Open for concentration credit to students who have taken Social Sciences 4 prior to Spring, 1978 (Prereq: Soc Sci 3, 4)

Social Sciences 40 - Research in the Social Sciences

Prerequisite: As Announced

Sociology 13 - Social Change

Prerequisite: Social Sciences 3

Sociology 20 - Urban Sociology

Prerequisite: Social Sciences 3

Sociology 39 - Special Problems in Sociology

Prerequisite: As Announced

Natural Sciences:

Biology 22 - Genetics and Evolution

Prerequisite: Natural Sciences 2

Biology 23 - Ecology & Field Biology

Prerequisite: Natural Sciences 2

Biology 25 - Man & Environment

Prerequisite: Natural Sciences 2

Biology 39 - Special Problems in Biology

Prerequisite: Natural Sciences 2

History of Science 35

Prerequisite: Natural Sciences 3

Mathematics 39 - Special Problems in Math

Prerequisite: As Announced

Natural Sciences 33 - Cosmology

Prerequisite: Natural Sciences 3

Natural Sciences 33A - *Mathematics*
Prerequisite: Natural Sciences 3
Natural Sciences 40 - *Research in the Natural Sciences*
Prerequisite: As Announced
Physics 16 - *Matrices, Relativity & Quantum Mechanics*
Prerequisite: Natural Sciences 3

Humanities:

Art History 15 - *19th & 20th Centuries Art*
Prerequisite: Humanities 1
History 24 - *Revolution in Modern History*
Corequisite: Social Sciences 4
History 39 - *Special Problems in History*
Prerequisite: Humanities 3 and Social Sciences 2
Humanities 12 - *Principles of the Arts*
Prerequisite: Humanities 4
Humanities 13 - *The Unity of the Humanities*
Concentration credit for students who have previously taken Humanities 4
Literature 11 - *Classical Literature*
Prerequisite: Humanities 2
Literature 22 - *19th Century Literature*
Prerequisite: Humanities 2
Music 1
Prerequisite: consent of area chairperson
Music 2
Prerequisite: consent of area chairperson
Music 10 - *Music Theory*
Prerequisite: Humanities 1
Music 11 - *Introduction to Opera*
Prerequisite: Humanities 1 and Humanities 2
Music 17 - *Music in the Romantic Era*
Prerequisite: Humanities 1
Philosophy 11 - *Logic*
Prerequisite: Math 1; Corequisite: Humanities 3
Philosophy 21 - *Individual Philosophy*
Prerequisite: Humanities 3
Theater 11 - *Introduction to Theater*
Prerequisite: consent of instructor
Theater 12 - *Acting*
Prerequisite: consent of instructor
Theater 40 - *Special Project in Theater*
Prerequisite: To Be Assigned

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SAMPLE SEQUENCES

SEQUENCE I

1st Semester
Humanities 2
Social Sciences 2
Natural Sciences 1

2nd Semester
Humanities 1
Mathematics 1
Social Sciences 1

3rd Semester
Natural Sciences 2
Social Sciences 3
Humanities 3

Basic Studies Comprehensive

4th Semester
Social Sciences 4
Concentration
Natural Sciences 3

5th Semester
Natural Sciences 4
Concentration
Humanities 4

6th Semester
Integrative Studies 5
Concentration
Concentration

Social Sciences Comprehensive

7th Semester
Integrative Studies 6
Concentration
Concentration

8th Semester
Integrative Studies 7
Concentration
Concentration

SEQUENCE II

1st Semester
Communications 1
U.S. History 1
Concentration or
Elective

2nd Semester
Communications 2
U.S. History 2
Concentration or
Elective

3rd Semester
Social Sciences 2
Humanities 2
Concentration or
Elective

4th Semester
Natural Sciences 1
Humanities 3
Concentration

5th Semester
Natural Sciences 2
Concentration
Elective

6th Semester
Social Sciences 1
Concentration
Elective

7th Semester
Unity of Analysis 1
Independent Project 1
Concentration or
Elective

8th Semester
Unity of Analysis 2
Independent Project 2
Concentration or
Elective

SEQUENCE III

1st Semester

Humanities 1 (5)
Natural Sciences 2 (5)
Concentration (4)

2nd Semester

Social Sciences 1 (5)
Humanities 2 (5)
Concentration (4)

3rd Semester

Natural Sciences 1 (5)
Concentration (4)
Concentration (4)
Concentration (4)

4th Semester

Philosophy 1 (4)
Sociology 1 (4)
Concentration (4)
Concentration (4)

5th Semester

U.S. History (4)
Biology 1 (4)
Concentration (4)
Concentration (4)

6th Semester

Puerto Rican History 1 (4)
Political Science 1 (4)
Concentration (4)
Concentration (4)

7th Semester

Psychology 1 (4)
Concentration (4)
Concentration (4)
Unity of Social Analysis (2)

8th Semester

Elective (5)
Elective (4)
Elective (4)
Elective (4)

DEGREE REQUIREMENTS

Degree requirements may be revised by the College at any time and may be put into force whenever the College deems it appropriate. Currently, graduation from Shimer College is contingent upon the completion of the following:

1. Total course requirement- 120 semester hours credit
 - a. 30 semester hours Core Courses
 - b. 30-50 semester hours General Studies courses
 - c. 40-60 semester hours Concentration or Elective courses
2. Specialization- Of these 40-60 semester hours of concentration or elective credit, at least 30 must be in one area of concentration, unless the student has chosen to pursue a General Studies degree. Students who desire to specialize in two areas complete at least 30 hours in each area.

With approval from the chairperson, an elective from one area may be applied toward the degree requirement for specialization in another area.
3. Grades- A cumulative grade point average of "C" (2.00) or higher.
4. Recommendation- Recommendation by the faculty and its acceptance by the Board of Trustees.

INTRA-COLLEGE EXCHANGE

Upon enrollment, students register for courses at one of three College Centers. From time to time, courses normally offered at one Center may be offered at another. After consultation with their academic advisor, students are permitted and indeed encouraged to take courses at more than one Center.

ACCREDITATION STATUS

Shimer College is a fully recognized candidate for accreditation by the North Central Association of Colleges and Schools.

Candidate for Accreditation is a status of affiliation with a regional accreditation commission which indicates that an institution is progressing toward accreditation. Attainment of this affiliate status does not automatically assure accreditation. Candidate for accreditation status indicates that an institution has provided evidence of sound planning, has available the resources to implement its plans, and appears to have the potential for attaining its goals within a reasonable time.

ENTRANCE AND PLACEMENT

PLACEMENT EXAMINATIONS

Entering students take a series of placement examinations designed to measure their competence in the subject matter and skills of the Basic Studies courses and to determine placement into the English and Mathematics courses and tutorials. These placement examinations are: 1) a writing sample; 2) a diagnostic examination in Mathematics; 3) the Social Sciences 2 Placement Exam; 4) the Natural Sciences 1 Placement Exam; 5) the Natural Sciences 2 Placement Exam; and 6) Humanities 1 or 3 Placement Exam, depending on the center at which the student is studying. In addition, students may be invited to take advanced placement examinations for possible placement out of Humanities 2 and Social Sciences 1. With approval of Provost, students may delay examinations.

Although all students partake in the placement examinations, they are not designed to affect grades within the college. Faculty members who are involved in the courses determine the student's ability to place out of core courses.

The students who place out of a course receive full credit for it. This credit is indicated by an asterisk (*) rather than a letter grade on the transcripts. Such placement is not compulsory; students may choose to take courses for which they have received placement credit.

TRANSFER STUDENTS

Students who have registered for courses at other degree-granting institutions are considered by Shimer College to be transfer students. It is expected that transfer students will submit transcripts of all academic work completed at other institutions.

Transfer of credits earned at other institutions is determined by the Provost of the college on an individual basis. The college will give equivalent credit for work of good quality that corresponds to the various types of courses offered at Shimer; the transfer student can feel confident that his or her previous efforts will not be unfairly discounted.

Transfer students, like other entering students, take placement exams.

TRANSFER CREDITS EARNED BY SHIMER STUDENTS

Shimer students may take work at other colleges or universities and transfer the credits thus earned to their Shimer record. These transfer credits are not averaged into the Shimer cumulative grade average.

It is desirable for the acceptability of the work undertaken elsewhere to be determined in advance through the Registrar and Provost. If the student presents already-completed transfer work for which no prior arrangement has been made, he or she must take his or her chances on its acceptability as part of the academic program. At least four concentration courses (of the required

6ix) must be earned at Shimer College unless this requirement is waived in advance.

EARLY ENTRANCE

In 1950, Shimer College, with support from the Ford Foundation, enrolled its first Early Entrants in an experiment to determine whether students without a high school diploma could successfully undertake a full college program. Shimer has found this experiment to be highly successful. In general, Early Entrants perform at a high academic level, and they have also shown that they are able to meet the responsibilities of college life. Early Entrance status is construed to include both those who at the time of application are in high school and those who might have left high school at an earlier date because of pressing social or personal circumstances and who now wish to engage themselves in the Shimer program.

The student who demonstrates the capability of doing college-level work is admitted to the regular undergraduate program. The Shimer Early Entrance plan includes no high school courses. Placement tests may be taken by Early Entrants during their first week on campus. These tests determine the level at which each student begins college study.

It is the task of the Shimer College Admissions Committee, composed of members of the faculty and student body, to determine whether an Early Entrant applicant is capable of working successfully at the college level at Shimer. Because each applicant is considered individually, no rigid standards are imposed on the program. Instead, the college prefers to read the application of any student who is intrigued with the idea of starting college at the end of his or her sophomore or junior year of high school, or after a period of absence from an academic environment. Shimer considers a student's sincere interest and desire to be one of the major contributing factors to his or her success.

Early Entrants who wish to receive a twelfth-grade certificate, equivalent to a high school diploma, should apply to the Registrar of the College during the first semester of residence and satisfactorily meet the requirements for high school certification. These requirements comprise two semesters of residence, certain of the regular college courses, together with tests, based on a small amount of supplementary reading, on the Illinois and U.S. Constitutions and on consumer education.

ACADEMIC PROCEDURES

ADMISSIONS

As in all aspects of Shimer College, the potential of a prospective student is of ultimate concern.

Each applicant is evaluated according to criteria which take into account not only the student's prior academic achievement, but also the reasons he or she wishes to become a member of the Shimer College community.

Applicants are requested to take either the SAT, the ACT, or the California Test of Adult Basic Education. A formal interview with students taking one of the above exams, or an accepted alternative, may or may not be required. In the absence of such an exam, all applicants must meet with members of the Admissions Committee in order to gain admissions to the college. An essay portion of the Shimer application asks an applicant, in effect, to provide a subjective analysis of him/herself within several limited areas, and offers the option to demonstrate creative talent. This essay is a major criterion in determining the admissability of an applicant.

COURSE LOADS, ADDING AND DROPPING

A student may drop a course without any permanent record of the registration or withdrawal during the first twenty-eight days of the term. After that time, withdrawal necessitates a grade of WP or WF on the permanent record. No course may be dropped less than two weeks before the final examination or conference period. Registration for a course not included on the student's initial registration requires approval from the relevant instructor, the Registrar and the Provost.

INDEPENDENT STUDY

Any student whose previous academic work indicates particular success may choose to prepare independently in concentration courses given that such preparation is supervised by a faculty member. The student applies to the Provost for this status which pertains to no more than two courses per semester. The grade is based on conditions specified by the course instructor.

TUTORIAL CLASSES

Any course may also be given as a tutorial extending over one or two semesters. Such a tutorial may be initiated by the instructor of the student and be approved by the staff of the area and the Provost.

GRADES AND AVERAGES

All Shimer courses, including general courses and tutorials taken at Oxford, are graded. The grades are conventional: A, B, C, D (all with + and -), and F. Courses for which a student is credited by placement or transfer do not receive grades and do not enter into calculation of grade-point averages.

The grade-point average for the semester is the arithmetic mean on a 4-point scale of course grades received that semester, weighted proportionally to the number of credit hours. The cumulative average is based on the student's entire record up to the time of cumulation.

INCOMPLETES

"Incompletes" will be recorded in pencil by the Registrar as follows: "I" plus a grade assigned by the instructor should the incomplete work not be completed. After one semester all "Incompletes" must be changed to a permanent grade reflecting the completed work, or the temporary grade becomes permanent if the work remains not completed. Under special circumstances, the relevant instructor with the approval of the Provost may extend the deadline for completion to two semesters.

GOOD STANDING AND SATISFACTORY PROGRAMS

In order to graduate from Shimer College, students must maintain at least a 2.00 grade-point average (on a 4.0 scale) and must earn 120 or more semester hours credit.

If at the end of the semester a student's cumulative G.P.A. is lower than 1.8 the student is automatically placed on Academic Probation. Any student on probationary status must pass all his/her courses and earn a semester average of 2.00 the following semester. Failure to meet these conditions may result in dismissal from the college unless the Academic Planning Committee (APC) judges there to be extenuating circumstances.

A cumulative G.P.A. lower than 1.5 after either semester of a student's first year may lead to immediate dismissal of the student from the college by the APC. A cumulative G.P.A. lower than 1.65 in a student's second year, or lower than 1.8 in the third year has the same effect. In all such cases the decision to dismiss is optional on the part of the APC, and will be made only after interviews with the student and appropriate faculty, and after considering all extenuating circumstances.

A student so dismissed may be reinstated only after an absence of at least one semester and then, only through the regular admissions process.

ACADEMIC HONORS

Shimer College recognizes its academically distinguished students with several kinds of academic honors:

1. Any graduating student whose cumulative grade-point average is 3.80 or higher is graduated "with great distinction"; a degree "with distinction" is awarded for a cumulative average between 3.40-3.80.
2. Honors in one of the three areas (Humanities, Natural Sciences and Social Sciences) are awarded by the faculty of the area. Particular emphasis is laid on achievement in concentration courses in the area and program.
3. Honors Project (either within one discipline or inter-disciplinary): the student initiates the project by selecting a topic and finding an instructor as sponsor. The student makes formal application to the Provost not later than the ninth week of the semester preceding the semester in which s/he expects to complete the project. An Honors Committee consisting of the sponsor, the Provost and one other faculty member will evaluate the completed project.
4. Shimer Honor Scholars are designated in February and announced at the Spring Honors Convocation. Such designation requires a cumulative grade-point average of 3.40 both overall and during the preceding semester.
5. At the end of each semester, the Provost of the college publishes a Provost's list of those students who have achieved during that semester a grade-point average of 3.4 on at least 12 hours of semester credit.

LEAVE OF ABSENCE

Students who desire to interrupt their studies at Shimer College temporarily may apply to the Provost for a leave of absence. Approved leave begins when a student has completed a semester in which s/he is enrolled as a full-time student and entitles the student to re-enroll without submitting a formal request to the Admissions Committee.

WITHDRAWAL FROM THE COLLEGE

Students who withdraw from Shimer College are required to have an interview with the Provost and the Registrar.

CONVOCATIONS

Commencement exercises are held in a formal academic convocation at the conclusion of the Spring Term. Degrees are conferred upon those who have completed their graduation requirements in May.

For purposes of clarification, two terms having special meaning in this section are defined as follows:

Admission: Notification by the college that an applicant has been accepted for enrollment.

Enrollment: Payment of the initial room deposit by new students; restoration of the deposit to its original level for returning students.

Shimer College will endeavor to keep all fees as low as is consistent with maintaining high standards, but it reserves the right to make changes when necessary without notice. A description of fees, deposits, payment of bills, refunds and residence and boarding follows.

GENERAL FEES

	Semester	Year
Tuition.....	\$1350.00.....	\$2700.00

This charge is that for a "full-time student". Full-time status is conferred upon any student having a course load of 12½-16 credit hours per semester. Special students or full-time students taking an overload are charged at the rate of \$450 per five-hour course or \$360 per four-hour course.

Activities Fee.....	\$ 150.00.....	\$ 300.00
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This charge is for special events, concerts and special lectures, theatre, recreation and intramural athletics.

Room.....	\$ 400.00.....	\$ 800.00
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This charge is for the use of a room while the college is in session. Single rooms (if available) are an extra \$200/semester. In the interests of property, the college reserves the right to regulate the use of rooms and the right of inspection at times it deems appropriate.

Board.....	\$ 450.00.....	\$ 900.00
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In the Waukegan location students are housed in an apartment complex. Adjoining each room is a bath and small kitchen. Students may elect to prepare a majority of meals for themselves. In such cases a student is charged only for those meals which s/he eats in common with the college community and for the utilities associated with the use of the kitchen. Non-residential students pay no Board fee.

Total Tuition, Activities, Room & Board...	\$2350.00.....	\$4700.00
Total Day Student Fees (no Room & Board)...	\$1500.00.....	\$3000.00

SPECIAL FEES

Repetition of Comprehensive Examination.....\$ 50.00
Music Instruction, Instrumental.....\$150.00
One hour per week for 14 weeks. Tuition not included.

Laboratory Fee.....as appropriate

A laboratory fee is charged in those courses which have arranged field trips or which use significant amounts of special materials or equipment.

Transcript Fee (first transcript issued free of charge).....\$ 3.00
Graduation Fee.....\$ 25.00

DEPOSITS

Room Damage and Breakage.....\$100.00

This deposit, which reserves a room for the student, is paid at the time of first enrollment. From this deposit will be deducted a pro rata share of the cost of repair or replacement of college property which has been damaged by students beyond normal wear, destroyed, or stolen. Damages to specific rooms will be charged against the deposits of the assigned occupants. The balance of the deposit must be restored periodically to its original level as a requirement for continued enrollment.

PAYMENT OF BILLS

All charges are due in full on or before the first day of each semester and are payable to Shimer College at its business office. Deferred payments may be arranged if a student's financial aid is delayed or for other appropriate reasons. For new students, a payment of \$100.00 is required if the student wishes to reserve a room.

No transcripts will be issued until all accounts have been settled in full.

REFUNDS

When a student registers, the college assumes a responsibility to provide all necessary services and facilities for the semester. Therefore, it is not possible to refund all charges and fees when a student withdraws during a semester, whatever the reason. Students who for any reason withdraw from the college during a term will receive refunds as described below:

1. For students who complete all withdrawal procedures as required by the Registrar's Office, the Financial Aid Office, the Provost and the Business Office tuition and activity fee refunds will be:

100% if withdrawal occurs within one week after official registration.
75% if withdrawal occurs from day 8 through day 14 after the official registration day.
50% if withdrawal occurs from day 15 through day 21 after the official registration day.
25% if withdrawal occurs from day 22 through day 28 after the official registration day.
No refund if withdrawal occurs four weeks or more after registration.

2. No refunds will be made for room charges after official registration.
3. Refunds for board charges will be made on a strictly pro rata basis unless the college has entered into an external contract with a restaurant or other vendor to supply student meals. In such a case the student must absorb whatever penalty is assessed for the breaking of the contract.
4. Refund of the breakage and damage fee will be made automatically to the student by the business office when a student graduates. If a student withdraws from the college or moves out of college housing s/he may request such a refund. The refund will be made only if such a request occurs within one month after the student removes from college housing and only after an inspection of the room formerly occupied by the student.
5. The removal of personal belongings from the dormitory and/or termination of class attendance do not determine the date of official withdrawal. The termination date used in assessing charges and refunds is determined when the student completed the proper withdrawal form in the Registrar's Office.

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FINANCIAL AID

INTRODUCTION

Normally, the subject of student financial aid is presented as an extraordinarily complex matter involving an incredible number of forms, incomprehensible sets of initials or acronyms and complicated procedures. Actually, it's not that difficult to understand as long as one bears in mind that the financial aid mechanism exists as a partnership between the student, the college, and state and federal governments with each partner having specific rights and responsibilities.

A CATEGORICAL STATEMENT

No student accepted for admission and subsequently enrolled at Shimer College will be denied the benefits of an education at the college due to personal or familial inability to pay all the costs of education.

A SECOND CATEGORICAL STATEMENT

All financial aid awarded or administered by the college is handled on a need basis without regard to sex, age, race, ethnic origin, religion or any other factors not directly bearing upon the student's demonstrated need for assistance.

A THIRD CATEGORICAL STATEMENT

The role of the financial aid office at Shimer is to assist students in obtaining all financial aid to which their need titles them and to insure that all the partners have their rights protected and their responsibilities discharged.

DESCRIPTION OF FINANCIAL AID PROGRAMS

There are three basic types of financial aid: those given to the student, such as the Federal Basic Educational Opportunity Grant (BEOG), the Illinois State Monetary Award (IMA or ISSC), the Supplemental Educational Opportunity Grant (SEOG), funded by the Federal Government but awarded by the college and College Grants in Aid; those loaned to the student, the National Direct Student Loan (NDSL) funded by the college and the Federal Government and awarded by the college, and the State Guaranteed Loan Program which is a form of a commercial loan backed by state or federal governments but involving College certification; those you work for such as the College Work Study Program (CWS) which is funded by the Federal Government and the college, and Shimer College work grants funded by the college.

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HOW TO QUALIFY FOR FINANCIAL AID

First and foremost, you must have on file with the college at the time of acceptance two forms; the college's application for financial assistance and either the Family Financial Statement (FFS) of the American College Testing Program (ACT) or the Financial Aid Form (FAF) of the College Scholarship Service (CSS). These forms are available from the college and are normally sent along with other admission materials to the prospective student by the college admissions office. The FAF and FFS may and should be used to apply for the Federal Basic Educational Opportunity Grant Program (BEOG). Just follow the instructions on the form.

Next, if you are a resident of Illinois, you should apply for the Illinois State Monetary Award (ISMA). An application for this program is also provided by the college as a part of the admission package. If you are a resident of another state, check with your state office of education or high school counselor to see if your state's monetary award is portable; that is, may be used at an out of state school.

When the basic forms are completed and on file, you should call or visit the college financial aid office so that a full discussion of your financial situation may be conducted. Shortly after this discussion and after admission to the college, you will receive a letter awarding the necessary financial aid.

At the time of registration, your financial aid will be confirmed and various documents signed. You will also receive a detailed statement of your rights and responsibilities for the types of financial aid awarded.

AN AFTERWORD

Shimer College uses federal and state money in its financial aid programs and is obliged to conform to various regulations. In order to do this, various obligations are placed upon the student. Some of these obligations may appear ridiculous or redundant but they must be adhered to. Remember, Shimer's financial aid office exists to assure that not only is all needed aid provided but that all obligations are carried out. If you ever need any assistance, clarification or explanation, we are always available from the time of first inquiry to after graduation.

ORG-11/78

HISTORY OF SHIMER COLLEGE

Founded in 1853 by Frances Ann Wood, who later became Mrs. Frances Wood Shimer, the college began as the Mount Carroll Seminary, enrolling both men and women students in its first years. At the close of the Civil War, however, enrollment was limited to women students.

In 1896, Mrs. Shimer transferred control of the school to a self-perpetuating Board of Trustees, representing, at that time, The University of Chicago, the alumnae of the seminary, and the citizens of Mount Carroll. The institution was chartered as the Frances Shimer Academy of The University of Chicago. In 1950, the College modeled its curriculum in general education on that of the College of the University of Chicago and at the same time became coeducational. Admitting qualified students after high school graduation as well as after two or three years of high school work, Shimer also began registering each student at his own particular level of competence determined by a series of placement tests.

In 1955-56, the general education program was augmented by the addition of courses of concentration in the humanities, the natural sciences, the social sciences, and mathematics. By 1958, the college had established its bachelor's degree programs and legally changed its name to Shimer College, the name by which it had been known since 1950. Since that time Shimer College has continued to develop as one of this country's prestigious, small, independent colleges.

In 1978, after 125 years of continual operation in Mt. Carroll, Illinois, the Board of Trustees authorized a relocation of the Administrative Center of the College to Waukegan, Illinois and the opening of Instructional Centers in Waukegan and Chicago. This move provides the college with greater access to cultural and academic resources; it also provides an opportunity for the college to offer its distinguished liberal arts curriculum to a broader student clientele.

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FACULTY

FULLTIME FACULTY: 1978-79

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Andrew F. H. Armstrong, M.A., 1959, 1978. University of Chicago, M.A., 1959; Rutgers University, Newark School of Design, Mexico City College.

Eileen Buchanan, M.A., 1969. Northwestern University, B.S. (Speech) 1961; M.A. (Theater) 1962.

Wynetta Frazier, M.A., 1978. Governor's State, B.A. (Urban Planning) 1961; Governor's State, M.A. (Urban Planning)

Helen Glick, M.A., 1978. Trenton State College, B.A. (English) 1961; Alfred Adler Institute of Chicago, M.A. (Counseling Psychology) 1978.

Jack Goldman, Ph.D., 1967, 1977. University of Chicago, B.S. (Chemistry) 1958; Loyola University, M.S. (Physical Sciences) 1961; Loyola University, Ph.D. (Chemistry) 1966.

William D. Huttanus, Ph.D. (Candidate), 1978. Villanova University, B.A. (English Literature) 1965; University of Wisconsin, Ph.D. Candidate (English Literature).

Vincent C. Kavaloski, Ph.D., 1976. St. Thomas College, B.A. (Philosophy) 1968; University of Chicago, M.A. (Philosophy) 1969; University of Chicago, Ph.D. (Philosophy) 1974.

Jose Elias Lopez, Ph.D. (Candidate), 1978. Loyola University, B.A. (History) 1972; University of Chicago, M.A. (History) 1973; University of Chicago, Ph.D. Candidate (History).

Don P. Moon, M.N.E., B.D., 1967. Natural Sciences Area Chairperson. Cornell University, B.E.P. (Natural Sciences) 1957; New York University, M.N.E. (Natural Science) 1958; Nashotah House, B.D. 1965.

James F. Moritz, M.A., 1977. Illinois State University, B.S. (Music Education) 1962; Chicago Musical College; American Conservatory of Music; University of Illinois, M.A. (Choral Conducting) 1976.

Bruce E. Nerenberg, Ph.D. (Candidate), 1977. Michigan State University, B.A. (Philosophy) 1970; New School for Social Research, M.A. (Philosophy) 1976; Ph.D. Candidate (Philosophy).

Margaret A. Nerenberg, M.A., 1977. New School for Social Research, B.A. (Humanities and Social Sciences) 1970; M.A. (Philosophy) 1973.

Michel Nicola, M.A., 1967. American University of Beirut, B.A. (Physics) 1954; University of Iowa, University of California at Berkeley, M.A. (Physics) 1959.

David E. Overstreet, M.F.A., 1977. Oklahoma State University, B.A. (Humanities) 1968; M.A. (English) 1971; University of Iowa, M.F.A. (Creative Writing) 1975.

ORG-11/78

31
C.J. Reynolds, M.A., 1978. Princeton University, B.A. (Philosophy) 1973;
Northwestern University, M.A. (Philosophy) 1975.

Susan Rosenblum, M.A., 1978. Academic Deputy. Washington University, B.A.
(Sociology) 1969; Washington University, M.A. (Sociology) 1971.

David Shiner, M.A., 1977. Temple University, B.A. (Philosophy) 1973; Temple
University, M.A. (Philosophy) 1975.

Mara Siegel, J.D., 1978. Academic Deputy. State University of New York, B.A.,
1973; DePaul University, J.D. 1976.

William Paul Thompson, Ph.D., 1977. Baylor University, B.A. (Physics) 1944;
Union Theological Seminary, B.D. (1948); Columbia University, M.A. (Math-
ematics) 1955; Stanford University (Physics), Indiana University (History and
Philosophy of Science, Lunar Theory), State University of New York at Buffalo,
Ph.D. (Science Education) 1976.

Dennis R. Wickman, M.A., 1967. Humanities Area Chairman. Reed College, B.A.
(German and English) 1963; Freie Universitaet (Berlin), Cornell University,
M.A. (German Literature) 1966.

Marcia L. Zdun, M.A., 1978. Shimer College, B.A. (Humanities) 1975; University
of Chicago, M.A. (English) 1977.

James Jerry Clark, M.A., 1977. Shimer College, B.A. (Social Sciences) 1975;
Northwestern University; University of Chicago, M.A. (Political Science) 1977.

Wayne Strmael, M.S. (Candidate) 1978. DePaul University, B.A. (Mathematics)
1975.

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PART TIME FACULTY; 1978-79

Maria Alberro, M.P.A. (Candidate), 1978. Universidad Iberoamericana (Anthropology); Art Institute of Chicago (Art) 1977; Art Institute of Chicago. M.P.A. Candidate (Art).

Tomas G. Bissonnette, M.A., 1978. Sacred Heart Seminary, A.B. (Philosophy) 1961; St. John's Provincial Seminary; University of Detroit; Instituto Pastoral Latinoamericano; Mundelein College. M.A. (Religious Studies) 1978; Mundelein College.

G.R. Brubaker, Ph.D., 1978. Columbia University, B.A. (Physics) 1960; Ohio State University, M.A. (Physics) 1963; Ohio State University, Ph.D. (Physics) 1965.

Leonard Cavise, J.D., 1978. Hamilton College, B.A. (French) 1967; University of Paris, La Sorbonne, C.P.L.F., Georgetown University Law Center, J.D., 1971

Arlene Eisen, Ph.D. (Candidate), 1978. Cornell University, B.S. (Industrial and Labor Relations) 1965; Yale University, Language Certificate (French) 1964; University of California at Berkeley, M.A. (Sociology) 1966; University of Berkeley, Ph.D. Candidate, (Sociology).

Ronald L. Emmons, Ph.D. (Candidate), 1978. Roosevelt University, B.A. (English) 1976; University of Chicago, M.A. (English) 1977; University of Chicago, Ph.D. Candidate (English).

Emmanuel Faber, M.A., 1978. Indiana University, B.A. (African Studies) 1968; Indiana University, M.A.T. (Geography); Indiana University, M.A. (French).

Juan Guerra, B.A., 1978. University of Illinois at Chicago Circle, B.A. (English) 1972.

Joel D. Henderson, M.A., 1978. University of Chicago, B.S. (Math) 1956; University of Chicago, M.A. (History) 1960.

Ardis Joyce, M.A., 1978. Roosevelt University, B.A. (English) 1972; Roosevelt University, M.A. (English) 1978.

Robert Lang, Ed.D., (Candidate), 1978. DePaul University, B.A. (Secondary Education and Social Studies) 1973; Foreign Studies Institute (European Branch); DePaul University, M.E.D. (Reading and Learning Disabilities) 1975; Loyola, Ed.D. Candidate (Curriculum & Instruction).

Hiram Lozado, J.D., 1978. University of Puerto Rico, B.A. (Spanish Literature) 1974; University of Puerto Rico, J.D., 1977.

Edward Marksman, M.S.W., 1978. Suffolk University, B.A. (Social Sciences) 1958; Howard University, M.S.W. (Social Work) 1964.

Felix Padilla, M.A., 1978. Northeastern Illinois University, B.A. (Social Science-Sociology); Northeastern Illinois University, M.A. (Social Science).

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Helen Shiller, B.A., 1978. University of Wisconsin, B.A. (History) 1969.

Rita Sime, Ph.D., 1978. The Juilliard School, B.A. (Piano) 1967; The Juilliard School, M.S. (Piano) 1968; Boston University, Ph.D. (Musical Arts) 1975.

Sam Stern, Ph.D., 1978. Cornell University, B.A. (Psychology) 1954; University of Wisconsin, M.A. (Psychology) 1958; University of Wisconsin, Ph.D. (Psychology) 1961.

José Torres, M.D. (Candidate), 1978. Inter-American University, B.A. (Spanish); University of Puerto Rico.

Karen Washington, M.A., 1978. University of Chicago, B.A. (History) 1973; University of Chicago, M.A. (History) 1978.

Ann Elisabeth Cline, B.A., 1978. College of Wooster, B.A. (Speech and Theater) 1969; New York University, 1967-68; Dartmouth College, 1970-71.

FACULTY INTERNS

Shimer College has reinstated its policy of faculty internship, designed to provide certain students working toward an advanced degree with the opportunity to participate in course planning and instruction under the supervision of a regular Shimer faculty member. This semester there are three faculty interns all at the Uptown Center. All three serve as counselors for our Uptown Extension students. They are: Rikki Zee, Harold Bell, and Phil Kreji.

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 Admissions Counselor.....Alberto Rodriguez
 Physical Plant Coordinator.....Tim Kaczocha
 Bookstore Manager.....Marcia Zdun
 Auditors and Accountants and
 Supervisors of Financial Operations.....Dee, Gosling and Co.,
 Clinton, Ia.

Provost.....James Jerry Clark
 Westtown Center Academic Deputy.....Mara Siegel
 Uptown Center Academic Deputy.....Cecil Reynolds
 Registrar.....Eileen Buchanan
 Deputy Registrar.....Lucy Delgado
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41

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